






# Eat Smart Be Smart

**Safety  
First!**

-  **Grade Level:** First      **Lesson Time:** 30 Minutes
-  **Integrated Core Subjects:** Science, Health Enhancement
-  **Montana Content Standard:** Science Standard 3: Students, through the inquiry process, demonstrate knowledge of characteristics, structures, and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.
-  **Montana Content Standard:** Health Enhancement 1: Students have a basic understanding and knowledge of concepts that promote comprehensive health.
-  **Objectives:** Students will recognize how living organisms interact with each other and identify safe and unsafe ways to handle foods in the kitchen.

## Lesson/Activity

1. If available, as an introduction to this topic, read the book, Those Mean Nasty Dirty Downright Disgusting But Invisible Germs book to the children.
2. Ask students if they have ever helped out in the kitchen to prepare foods for themselves or their families. Ask them to share what types of things they do.
3. Explain that "healthy" food is more than just food that is good for our bodies to keep us strong. It also means that food has been handled safely in order to avoid germs that can make us sick. Review the definition of the word "germs." Germs are small things we can't see but that can make us sick. This is why it is very important to follow good food safety practices.
4. Ask the students to name an important step to take to keep food free of germs. Answers could be washing hands before eating or touching food; not touching the part of the utensil that will go in someone's mouth; double dipping; eating food after it has been on the floor; or leaving food out on the counter and not keeping it cold. List these ideas on the board.
5. Introduce the idea of safety. Ask students to name any kitchen safety practices they know. List on the board. Possible answers include not using a blender, knife, or the stove without an adult; using pot holders; or never putting a utensil into an electrical unit, i.e., toaster. Ask the student what might happen if they don't follow rules that keep people safe in the kitchen.
6. Hand out the *Kitchen Safety* work sheet. Go over the instructions and clarify the activity in each drawing if needed. Have the students complete the work sheet.

## Materials Needed

- A copy of the *Kitchen Safety* work sheet for each student
- If available, read the book, Those Mean Nasty Dirty Downright Disgusting But Invisible Germs, by Judith Rice





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7. Discuss each activity below. Have a student explain what the activity is and if it is safe or unsafe.
- **Washing hands with soap.** Answer: safe; washes away germs that are on your hands.
  - **Touching someone's spoon by the bowl instead of the handle.** Answer: unsafe; germs can spread from person to person.
  - **Putting food back in the refrigerator.** Answer: safe; cold foods need to stay cold-germs can grow if the food is out on the counter too long.
  - **Sticking a knife in the toaster.** Answer: unsafe; a person can get shocked from the electrical current.
  - **Dipping a cracker back into dip after you've already taken a bite.** Answer: unsafe; germs can spread from a person's saliva on the cracker into the dip.
  - **Taking something hot out of the oven without a mitt.** Answer: unsafe; you can get burned from the heat.
  - **Opening up a hot bag of microwave popcorn close to your face.** Answer: unsafe; the hot steam will burn you.
8. As a conclusion to this lesson, ask the students to draw one safe practice from the empty box and share it with the class. Reinforce how important it is to practice all the safety rules in the kitchen.

### Outcome Goals

-  Students will be able to identify safe and unsafe food handling practices.
-  Students will be able to draw one safety rule for the kitchen.

### Extending the Lesson

-  Schedule a kitchen tour with the food service manager to learn the food safety techniques the staff practice to keep foods safe.
-  Obtain the Glow Germ lotion and with the use of a black light allow the students to see how well they got rid of the germs after washing their hands. For more information on this idea go to: <http://www.glogerm.com>.



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### Acknowledgments/Adapted From

Washington Apple Commission/  
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